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ABSTRACT

An overview relative to the task of education in social studies curriculum describes three perceptions: social action, which emphasizes development of skills in exerting influence in political and community affairs; social study, which suggests that history and the social sciences be used to give student conceptual frameworks through which they can view the world in a different way; and social feeling, which focuses on creating a humanistic atmosphere within the classroom. Emphasis in each approach is placed upon training students to develop a different view--to see and do things that will have impact upon the student's life in the future. Implications of this educational approach for the special student are discussed. A program of advanced placement which meets the individual needs of students is suggested. The factors related to the author's conception of advanced placement are: 1) opportunity for active exploration by the student into the social world and the world of social ideas; 2) methods of control and evaluation; 3) program flexibility to meet individual needs; 4) provision for opportunities for community-school cooperation and communication; and 5) emphasis on the mode of conduct of the student rather than the concept of reaching a special goal. An appendix lists popular goals and objectives in social studies education. (SHM)

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The Social Studies Curriculum and Advanced Placement

Social Studies Curriculum

Social studies curricula addresses many interesting objectives* such as citizenship, career awareness and social well-being. While these are all noble concerns, they are, in themselves, also intellectually weak and misleading reasons for having a social studies program. Although social studies education may be helpful in all of the above endeavors, it is different from political efficacy, social work and psychiatry. Everything is what it is, and not something else. Social studies education is something else. Perhaps the best way to get an overview relative to what social studies education is today, would be to look briefly at the prevailing "mindsets" in the social studies community. These "mindsets" might be placed in the following categories which are, by the way, not mutually exclusive: social action, social study and social feeling.

Social Action

One relatively small group within the social studies community approaches social education from the "mindset" of social action. The objectives of the social action proponents do not differ markedly from the objectives of other social studies educators. However, there is more emphasis in this mindset on "exerting influence in political affairs" as well as a strong component of "community service." Social action curriculum devotes a high percentage of time to the development of three kinds of skills. First of all, there is what might be called advocacy skills. These skills include the ability to communicate, to argue for a particular point of view, to understand the formal and informal workings of political processes and skills of group process. It is argued that with these kinds of advocacy skills,

*See Appendix A for a listing of popular goals and objectives in social studies education.

students will not only have a different view of the world but will also be able to better manipulate same.

A second category of skills might be called skills of organizational development and administration. Included in this category of skills would be abilities at bargaining, of administering group actions such as boycotts and skills of group persuasion.

Finally, a third category of skills might be referred to as skills of psycho-philosophical issue analysis. In an attempt to understand the moral issues involved in any type of social action, students are asked to make analyses of moral dilemmas that tend to crop up in any social action situation. For example, there is the dilemma of social justification vs. personal motives. That is, does an individual involve himself in social action for personal gain or for social justification. Another dilemma is the conflict between commitment and openness. For example, if an individual is committed to a particular action, does he run the risk of closing his mind to any alternative arguments. Other kinds of dilemmas that appear in most social action curricula include the dilemma between compromise and integrity and the analysis of the trade-offs that are made between individuals and institutions.

For the most part, advocates of the social action mindset suggest that they are training students to see the world differently in that said world can be seen as something that can be manipulated rather than something that controls the individual. It might also be argued that social action advocates see this type of social studies education as appropriate for the few, and perhaps the very few.

Social Study

The "social study" mindset which is by far the largest group within the social studies community, suggests that history and the social sciences ought to be used to give students conceptual frameworks through which they can view the world as with different eyes. There is, within this mindset, great emphasis upon modes of explanation and inquiry processes. To see the world through a different set of

glasses is to ask different questions of how the social situations in which we find ourselves. For example, let us imagine that an evaluation is being conducted in a school that has just used large sums of federal money to upgrade its educational program for disadvantaged students. Let us also say that an evaluation team (made up of educators) comes to the school to evaluate the effect of said federal monies. What kinds of questions would they ask? Perhaps, as educators, they would be concerned with the reading level improvements that have been made since the program was initiated. However, a political scientist, with a different set of questions (a different conceptual framework), could come into that same school and look at the same program and suggest a different direction for inquiry. For example, the political scientist might want to know how this federal money has affected the allocation or re-allocation of political power within the school. Further, he might want to ask whether or not the program has made any difference with regard to the re-allocation of resources and values within the school. While the political scientist might be concerned with whether or not reading ability was increased, this is certainly not his main concern for he sees the world through a different set of glasses and raises different questions about what he sees. This, in essence, is what social study advocates would like the social studies curriculum to achieve--namely the outfitting of students with a new set of glasses so they can raise new questions about the social environment.

Social Feeling

The advocates of a social feeling curriculum suggest that the creation of a humanistic atmosphere within the classroom is by far the most significant thing that a teacher can achieve. Steeped in transactional analysis, and greatly concerned with the de-humanizing processes which they see in most schools, this group of social studies educators are most concerned with the present environment and the quality of life that goes on within the classroom.

While the above three-mentioned social studies "mindsets" differ in fundamental perceptions with regard to the task of educating, it should be clear that these

positions are in no way mutually exclusive. But, it is argued that a social studies educator will find himself heavily immersed in one of these three mindsets while dabbling in one or perhaps two of the others.

It seems clear that in any or all of the above social studies education "mindsets" that emphasis is placed not so much upon reaching a destination as upon "training" to develop a different view--to see and do things now that will have impact upon the student's life today and tomorrow. Granted, courses at the high school or university level can have the same kinds of rationale, but only if said courses (and, for that matter, all of social studies education) are seen as ends in themselves and not as leading to some other course or future employment. The argument made here relative to social studies curricula is that its design cannot be viewed as a glorified vocational program regardless of whether said program points to post-high school employment or college, which in turn points to employment. Being socially educated calls attention to virtuous, noble and rightful conduct, and the ability to act, think and feel with skill, relevance and taste. It suggests that a person ought to be sensitive, aware and in touch with one's culture and the culture of others; to be human in the best sense of that word; and to possess a desirable state of mind. But, these are not aims of social education, they are criteria which anything called social education must satisfy.

To suggest the above as an appropriate emphasis of social studies education has interesting implications for the special student and advanced placement.

The Special Student

There seems to be no question that the average social studies curriculum is geared to about 60 percent of the student body. This means that perhaps 40 percent of the students are inadequately provided for vis a vis a meaningful social studies program. This 40 percent of the student body can be divided approximately in half suggesting that 20 percent of these "special students" are at the low achievement end of the ability continuum, while 20 percent are "special students" at the high

achievement end of the continuum. While advanced placement is not totally for those students in this latter 20 percent category, it is safe to say that when educators think of advanced placement, they are suggesting either this latter 20 percent or a smaller portion thereof. And, indeed, educational programs ought to provide for the individual differences of these "special students." Advanced placement has been seen as just such a program, where students can logically progress from a lower to a higher level of the curriculum without waiting for the "rest of the class."

Special students (all students are special in some ways), however, provide us with a multi-level problem that ranges, on the one hand, from I.Q. measurements and their validity, to questions of maturity and moral development on the other. Other kinds of questions might also be raised with regard to the relative worth of a course at the local college as opposed to a similar amount of time spent in volunteer service to senior citizens. Which experience would better help build sensitive, noble and rightful conduct?

The Community as School

If we suggest that the highest order objectives in social education address the quality in one's mode of conduct and that different individuals come to this quality in different ways, it is fitting that we should not rule out the community (outside the school walls) as an appropriate area for conducting learning experiences. In other words, to consider the university as the only viable extension to high school may be extremely limiting to students. Further, attention given to the student vis a vis the community allows the student to be a more significant moral force for decision-making in his own life. Perhaps one of the more important reasons for alienation among adolescents today is the fantastic pressure for consensus--even consensus of how one becomes educated. This consensus syndrome gives individuals the feeling of non-participation, for the group tends always to make decisions--not the individual. By age 17 or 18 the individual must have meaningful input relative to the decision-making process for his or her own intellectual and moral development. If this means the use of the larger community,

so be it. If this means both high school and university staff working together with the student and the community, all the better for education. Students tend to act effectively when their ability for choice is maximized, and their ability for choice is maximized if and only if choices are made in social and political contexts. These social and political contexts are, of course, broader than the high school or college classroom. These choices, this decision-making process, cannot be put off indefinitely and perhaps some of the same students who are categorized as advanced placement might find meaning in spending part of their high school or university "career" involved in the community.

Advanced Placement

One cannot argue against the concept of advanced placement in a system of gradedness that calls attention to certification as equal to understanding. However, the high school diploma and the university degree must be devalued while education must be increased in value if high schools and universities expect to compete in the marketplace of learning. More important, we cannot afford to have individuals think of certification (which is usually tied to employment) and education as though they were synonymous. An emphasis upon advanced placement in the traditional sense tends to posit the belief in education as destination; education as certification. One does need to ask "Where is it that we think we are going and why are we in such a hurry?"

Advanced placement should take on a new meaning; one that is more consistent with the concept of social education--that is, "traveling with a different view," as opposed to its present meaning which calls forward the concept of social education as "destination." This change in emphasis from focus upon end-states to a focus upon modes of conduct implies certain fundamental changes in our concept of advanced placement. First of all, it calls attention to the attribute of exploration. Opposed to specialization, this attribute suggests that students "look around" the social world and the world of social ideas. This might mean going to a course on the college campus, or experiencing structured activities in the community. It

also takes into account courses offered at the high school by involving college, high school and community people as instructional leaders. These courses and experiences would "apply" only toward the completion of the high school "experience" and any application of said courses and experiences toward the advanced placement in the university would be determined on an individual student basis by the university in question together with program evaluations made by the state education agency. This brings us to the second attribute of advanced placement--control. Questions about the "ability" of the student need to be answered in three different ways. First of all, the university should be willing and able to test all students seeking advanced placement. Second, these "tests" need to be complemented by student records from the high school. Finally, the state education agency should add its judgment relative to the quality of the experiences provided by the high school program. Together, these three aspects of the program can provide a viable framework for evaluation. The third attribute of advanced placement as used here is flexibility. Flexibility simply means that in the advanced placement program, every effort is made to individualize experiences for students. In this light, individuals and/or small groups would be the most common structure seen in the program and these "groups" might contain community people, as well as other students and faculty members. This point of community involvement calls attention to the fourth attribute of advanced placement--that of school-community interfacing. An advanced placement program which can be described by the aforementioned attributes of exploration, control and flexibility, also provides excellent opportunities for community-school cooperation and communication. Any advanced placement program should see more than public relations possibilities in the community. Finally, the kind of advanced placement program argued for here places emphasis upon the mode of conduct of the student and de-emphasizes the concept of reaching a special goal. Certainly, achievement is a consideration in social studies education as it is in general education, but only as an outgrowth of virtuous, noble and rightful conduct. Again, the concept of advanced placement

manifests a desire to meet the individual needs of special students, and to do such calls attention to five factors: exploration, control, flexibility, school-community interfacing and rightful modes of conduct.

Mike Hartoonian

APPENDIX A

Listed below is a delineation of goals and objectives gathered from the "new social studies."

Goals for Guiding the Development of a Social Studies Program

Following are twelve goals for the K-12 social studies program. They present a broad spectrum of concerns and are suggested here as guides for the development of social studies program objectives.

1. The comparative study of relatively stable cultures.

Even in complex social systems the student should be able to perceive certain stabilities and capacities for regeneration. Students can perceive that the recovery of a society after a disaster, the regeneration of a limb of a starfish, and even the return of the liquor industry after prohibition are all examples of similar systems of regeneration and homeostasis.

2. The study of dynamics and ideological change.

Once we have established the idea that there are stabilities in equilibria we can go on to dynamics, to developmental systems and into concepts of economic and political development and ideological change.

3. The nature of conflict.

The institutions of formal education seem to be insensitive to a very profound conflict which can neither be suppressed nor allowed to get out of hand, between that part of the educational system representing the "super culture"--the culture of science, airports and universities which is pretty uniform all around the world--and the local, national and folk cultures within which many institutions, including elementary and secondary education, still largely rest and by which they are supported. This concept together with more traditional concepts of conflict should be explored.

4. Understanding the order of magnitude of the factual world.

We need to know something about the order of magnitude of the factual world. It is often more important to know orders of magnitude than it is to know about particular details. Thus, people ought to know in this country that agriculture is only 5 percent of the gross national product. We ought to know that the world war industry is equal to the total income of the poorest half of the human race. We ought to have some idea as to what "real maps" of the world look like. We often stuff students with names and dates and general principles, but there is a intermediate area of orders of magnitude that is neglected by everybody. Even in universities there is an incredible ignorance about the orders of magnitude of the world.

5. Where to find information.

It is often more important to know where to find information than to have had the opportunity to memorize previously. We must teach people how to

search for information. Computers and information retrieval are going to revolutionize the process of search. But in order to use information systems, one must have a certain amount of information to start with.

6. Understanding the shape of the space-time continuum in which we live.

We need to give people factual information--at least on an order of magnitude basis--about the shape of the space-time continuum in which they live. From the ~~subject~~ ^{point of} view of the total earth, formal education does a poor job on this, ~~mainly~~ ^{mainly} because it is deliberately distorted to create an artificial national image. Thus, students are surprised when they learn that medieval Europe was a peninsula on the edge of the civilized world, and that even at the time of the Roman Empire the Han Empire in China was probably superior in knowledge and technology. After about 700 A.D. there is little doubt that the most developed country was China, that Islam was the second layer of development and Europe was third.

7. The study of the limitations of personal experience.

We should strive to develop a lively appreciation for nature and necessity of sampling and a distrust of purely personal experience. One of the greatest political problems arises from the tendency of people to generalize from their own experiences to propositions about society as a whole. Formal education should teach people that their personal experience, important as it is to them, is a very imperfect sample of the totality and we must give people an idea of how to sample this totality.

8. The examination of social values and "should" questions.

The survival of man is inexorably tied to his ability to solve the following problems: pollution of the environment, population growth, depletion of natural resources and war. These problems which are world-wide in scope, together with the problems of social and economic injustice which abound intranationally as well as internationally, have one important factor in common--their solution calls for investigations into the values and attitudes of man--for the crisis facing us today is as much valuational as factual.

9. Development of increasingly sophisticated inquiry processes.

Because concepts, generalizations and theories are derived by man and because man both designs the observational system and selects and groups pertinent observations from the system, it is evident that if one is to understand and use concepts, generalizations and theories he must understand the processes employed in generating and testing this knowledge. Also, knowledge of these processes will aid in the development of a more efficient and effective teaching-learning situation.

10. The inclusion of "social" mathematics in the social studies curriculum.

It has been observed that very soon few students will graduate from universities without coming into contact with computers. The probability is that in public school education too, the computer will play an

Increasingly important and diversified role. And, as inquiry in the social studies becomes more sophisticated, there will be a growing press for the quantification of data. Accompanying the need for students and teachers to develop skills in designing inquiry procedures will be the need to think, speak and do in terms of statistical reasoning and procedures. We may call this area of disciplined thinking and procedures "social" mathematics, to distinguish it from "engineering" mathematics that forms the bulk of our public school mathematics programs to date.

11. Action research.

Schools should make use of the "social laboratory" that awaits them in the local community.

12. Futurology.

Problems to be investigated by students in social studies education must be generated in the present experiences of those who are learning. Inquiry should be designed to enable students to enhance the meaning and quality of their present experiences. Such inquiry in our age must be future-oriented. It would not dispense with studying the past but would seek to bring the uses of knowledge of the past into line with the responsibilities of future-oriented thought.

SELECTED OBJECTIVES IN SOCIAL STUDIES EDUCATION

In teaching for the attainment of the objective of skill in rational decision-making as a means of approaching the solution of personal as well as societal conflicts, the following student behaviors should be evident:

1. Shows ability to state a problem in clearly defined terms.
2. Demonstrates an ability to formulate hypotheses in deciding upon alternative solutions to problems.
3. Is able to select relevant information which will aid him in testing hypotheses and to distinguish facts from hypotheses.
4. Shows ability to interpret various kinds of social science data.
5. Is able to distinguish between relevant and irrelevant data in the testing of hypotheses.
6. Shows ability to recognize the central theme and to comprehend the interrelationships among ideas in a passage.
7. Is able to summarize or explain a communication in language other than that used in the original statement.
8. Is able to recognize explicit and implicit assumptions in a given passage.
9. Is able to recognize bias and emotional reasoning in a presentation.
10. Shows ability to judge a communication in terms of internal evidence and logic.
11. Is able to evaluate ideas or theories in terms of selected criteria.
12. Is able to predict consequences of a solution to a particular problem.
13. Shows ability to draw conclusions from data and to state them effectively either orally or in writing.
14. Is able to use data in selecting from among alternative hypotheses which may be offered as a solution to a problem under study.
15. Shows ability to transfer method of inquiry to new problems and issues.

In teaching for the attainment of the objective of understanding and commitment to the values of a democratic society, the following student behaviors should be evident:

1. Shows an awareness of the major beliefs of a democratic society and is able to explain the sources of these beliefs.
2. Shows an awareness of his own beliefs and is able to explain the reasons for his beliefs.
3. Gives indication that he is developing a consistent set of value beliefs as may be expressed in a personal philosophy of life.
4. Gives evidence of the acceptance of each individual as having the same intrinsic worth.
5. Deliberately examines conflicting viewpoints with a view of forming opinions for himself.
6. Is able to explain differences between the fundamental beliefs of our own nation and those held by people in other countries.
7. Demonstrates the attitude that each person can make an important contribution to the solution of problems.
8. Gives evidence of his willingness to work for change in government in response to changing needs.
9. Shows devotion to those ideas and beliefs which are fundamental to our way of life.
10. Demonstrates faith in the process of rational decision-making as a means of solving persistent problems.
11. Demonstrates the ability to judge social policies in terms of the standard of public welfare rather than that of specialized or narrow interest groups.
12. Shows a respect for and lives in accordance with established regulations. Accepts the necessity to follow established rules in working for change of those regulations with which he disagrees.
13. Continually shows an acceptance of the belief in the personal rights of each individual.
14. Demonstrates the belief that the fullest development of each individual is the best way of guaranteeing equal opportunity for all.
15. Demonstrates the belief that the true measure of our effectiveness as a society lies in the personal enhancement of each individual.

In teaching for the attainment of the objective of the development of the potential of each student in order that he can develop a favorable self-concept which will enable him to become a constructive member of society, the following student behaviors should be developed:

1. Recognizes the importance of his own worth.
2. Accepts the importance of his contribution to the welfare of other individuals, groups, and to society as a whole.
3. Shows acceptance of personal responsibility for his own development and growth.
4. Demonstrates some way of contributing to the welfare of the entire school.
5. In accordance with his ability, is able to contribute successfully to the work of the social studies classroom.
6. Understands the sources of his own beliefs and shows a willingness to examine those beliefs.
7. Is able to establish positive relationships with his age-mates.
8. Shows respect for the welfare of other individuals.
9. Demonstrates respect for authority symbols in society and understands the necessity for restraints on personal behavior.
10. Shows skill in communicating his ideas to others.
11. Shows a personal commitment for the improvement of other people and for that of society.
12. Accepts responsibility for his own actions.
13. Uses rational means in arriving at personal decisions.
14. Accepts rights of others to reach decisions on the basis of rational inquiry even though they are in disagreement with his own views.
15. Shows a continued growth toward the development of a favorable self-concept.
16. Shows an awareness of his own potentialities and works toward their fulfillment.

In teaching for the attainment of the objective of the development of the ability to work effectively with others as a means of solving personal and societal problems, the following student behaviors should be developed:

1. Shows an awareness of the need to work with others as a means of solving problems.
2. Shows ability to develop positive relationships with a large number of his fellow students.

In teaching for the attainment of the objective of the development of the potential of each student in order that he can develop a favorable self-concept which will enable him to become a constructive member of society, the following student behaviors should be developed:

1. Recognizes the importance of his own worth.
2. Accepts the importance of his contribution to the welfare of other individuals, groups, and to society as a whole.
3. Shows acceptance of personal responsibility for his own development and growth.
4. Demonstrates some way of contributing to the welfare of the entire school.
5. In accordance with his ability, is able to contribute successfully to the work of the social studies classroom.
6. Understands the sources of his own beliefs and shows a willingness to examine those beliefs.
7. Is able to establish positive relationships with his age-mates.
8. Shows respect for the welfare of other individuals.
9. Demonstrates respect for authority symbols in society and understands the necessity for restraints on personal behavior.
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15. Shows a continued growth toward the development of a favorable self-concept.
16. Shows an awareness of his own potentialities and works toward their fulfillment.

In teaching for the attainment of the objective of the development of the ability to work effectively with others as a means of solving personal and societal problems, the following student behaviors should be developed:

1. Shows an awareness of the need to work with others as a means of solving problems.
2. Shows ability to develop positive relationships with a large number of his fellow students.

3. Accepts personal responsibility for the effective operation of any group with which he is associated.
4. Accepts personal responsibility for influencing the nature of decisions to persistent social issues.
5. Shows a commitment to his own beliefs and takes action to further these beliefs.
6. Assists each group with which he is associated to clarify their purposes and objectives.
7. Shows ability to assist groups to arrive at some consensus regarding problems.
8. Demonstrates willingness to offer constructive, useful ideas for group consideration.
9. Demonstrates ability to act as a constructive agent in helping the group move toward fulfillment of their aim.
10. Demonstrates ability to encourage others to participate in group activity.
11. Accepts responsibility to accept the contributions of others as they will contribute to group welfare.
12. Shows willingness to work toward a reconciliation of opposing points of view.
13. Shows willingness to accept personal leadership in group decisions or to accept leadership of others.

In teaching for the attainment of the objective of knowledge and ability to participate effectively in the governing process, the following student behaviors should be developed:

1. Shows ability to recall facts when needed to support a generalization.
2. Has familiarity with a large number of social studies concepts.
3. Shows ability to arrange events into proper chronological sequence.
4. Shows an awareness of and the ability to use the methods of the social scientists.
5. Shows ability to use criteria by which facts and principles are tested.
6. Is able to develop generalizations from social science data.
7. Shows ability to apply generalizations to new situations and problems.
8. Demonstrates the ability to use knowledge in understanding social, political and economic phenomena.

9. Demonstrates ability to compare themes, generalizations, or facts about different cultures.
10. Demonstrates the ability to use a wide range of materials in gathering evidence.
11. Shows an awareness of the relationship of American tradition to present-day problems.
12. Demonstrates skill in effectively communicating social science knowledge.
13. Shows an awareness of the development of American institutions.
14. Is able to compare and contrast American culture and cultures of other nations.
15. Demonstrates an awareness of contemporary issues and problems.
16. Uses knowledge as a basis for active participation in the democratic process.
17. Understands the rules by which social and political decisions are reached.
18. Shows continued development in increasing his fund of knowledge.

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